

## Standard (c) FAQs

Question	Answer
1. What is the role of reading specialists in implementing the standard?	Reading staff are the key persons for providing the leadership in implementing this standard. They direct the identification and diagnosis of students who have difficulty learning to read and guide and coordinate an appropriate instructional program.
2. Who may provide instruction and where should that instruction be provided?	The instruction may be performed by a teacher licensed by DPI to instruct students in a self-contained classroom, a reading teacher, or a reading specialist. The instruction may be provided within the identified student's regular classroom or in some alternative setting as deemed appropriate by the program director. Alternative settings might include small group instruction outside of the regular classroom or individual tutoring.
3. Can Title I funds be used for implementing the standard?	No, the standard must be implemented with funds from state and local sources since it is required by state statute. In targeted Title I schools, additional supplementary reading activities may be provided with these federal funds for those underachieving students who may still require extra reinforcement to achieve reading proficiency. The district must maintain careful documentation to support

	<p>the Title I-funded reading activities being provided above and beyond those the student is entitled to receive pursuant to the state statute.</p>
<p><b>4. What constitutes an effective remedial reading program?</b></p>	<p>Effective remedial programs regard reading as a part of a child's literacy development and not as a discrete skill isolated from all of the English language arts. Program effectiveness is based on objective identification of student reading performance, accurate diagnosis of reading problems, service to students designed to correct those reading problems and regular monitoring, which includes parent/guardian involvement.</p>
<p><b>5. How important is the child's oral language to success in reading?</b></p>	<p>Nearly all children master the basic means of oral communication in the first few years of life with no formal instruction. The language children bring with them to school is essential to their success, and acceptance of that language is vital to the sense of self-esteem they must have if they are to learn.</p>
<p><b>6. Must all students who do not score above the minimal proficiency level on the reading test administered at grade three be included in the remedial reading program?</b></p>	<p>Districts must consider students who score in the minimal proficiency level on the test administered under s. 121.02(1)(r), Stats. as possible candidates for remedial reading services. Each school district shall provide remedial reading services for students in grades kindergarten through four if:</p> <ul style="list-style-type: none"> <li>• The student fails to meet the reading objectives specified in the school</li> </ul>

	<p>district's reading curriculum plan; or</p> <ul style="list-style-type: none"> <li>• The student fails to score above the minimal proficiency level on the Standard s. 121.02(1)(r), Stats and the student's parent/guardian and a teacher in the district agree that the student's test performance accurately reflects his or her reading ability; or</li> <li>• A teacher in the school district determines, based on other objective evidence of the student's reading comprehension, that the student's test performance accurately reflects his or her reading ability.</li> </ul>
<p><b>7. What information should be included in the district/school plan designed to improve reading performance in those districts/schools that have fewer than 80% of pupils scoring above the minimal proficiency level on the s. 121.02(1)(r), Stats?</b></p>	<p>The district/school plan shall include the following elements:</p> <ul style="list-style-type: none"> <li>• A description of how the district will provide remedial services.</li> <li>• A description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies.</li> <li>• An assessment of the school district or individual school's reading program.</li> </ul>
<p><b>8. How should families be involved in the remedial program?</b></p>	<p>Families should be informed of their child's instructional needs. A conference should be scheduled to discuss home and school efforts to meet these needs.</p>